

T H E

# COMMON SCHOOL JOURNAL

A N D

## EDUCATIONAL REFORMER.

NEW SERIES.

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WM. B. FOWLE, EDITOR.

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### STATISTICS OF CRIME IN BOSTON.

The following statements, which are taken from the Annual Report of the late City Marshal of Boston, show, most painfully, that we do not misrepresent the facts, when we declare that our school system is not sufficient for the times, and that our Board of Education, School Committees and Legislature are sleeping over a volcano. There is not, probably, so moral a city in the world as Boston, and no one expends so much money for the free education of all the citizens. Now, if the Marshal gives a true picture of Boston, and we have no doubt that it falls far below the truth, for, what he does not know, must far exceed what he does, we may well ask, as he does, *why is this?* It must be allowed, that the character of the population has greatly changed, but we are told that the Common Schools have improved, the Sunday Schools have increased, and other means and aids to public morals are active. This may be granted, and still the great question arises, *What shall be done?*

We answer, that we must adapt the schools to the wants of the community. We must spend our money in preventing crime rather than in punishing it. Instead of increasing the number of pupils in a school, we must diminish it until every pupil feels the influence of the teacher, who must be a man loving his kind and fearing his God. A system of instruction must be adopted that

will reach the intellect, and the moral sense, too, of every pupil, and not leave the mass, as now, unmoved. Children who do not attend school, must be compelled to attend schools expressly provided for them. They must be secluded, for a time, at least, if necessary. The wretched foreigners, who supply so large a portion of the criminals, must be controlled, must be instructed, must be converted, if possible, so that they may learn what it is to have *a home*, A NEW ENGLAND HOME. Of this blessed aid to religion, good manners and good morals, they have no idea; their perverted religion will never give them this idea, and will do all in its power to prevent their acquiring it. The educational concerns of the city and of the State are the one great concern, and men who understand the subject must be employed to control and conduct it. The money now expended does not produce one-tenth of the effect it should produce, but ten times the amount may be expended without increasing the real expenditures of the city. If all the places where liquor is sold were closed, as they should be; if all vagrant children were immediately provided for, as they should be; if all ignorant and vagrant adults were instructed and restrained, the saving to the public by the diminution of thefts and other crimes, of vice, and of pauperism, would more than balance any expense; indeed, it would only be a change of appropriation. But the saving to the public would be a trifle compared with the saving to the individuals. The virtuous and unfortunate poor are few in number, and should be separately cared for, but the vicious should be subjected to a discipline that would insure reform, or, at least, prevent all evil influence arising from bad example. These notions may seem Quixotic or Utopian to the conservative portion of our citizens, but the old ways have been tried, and things are annually growing worse. Some change must be made, sooner or later, and when this is inevitable, the sooner it is made the better.

EXTRACTS FROM THE REPORT.—“The whole number of complaints and arrests, is 5,449. Of which 625 were for larceny, 91 for housebreaking, 141 gambling on Sunday, 141 disorderly houses, 125 lewdness, 244 assaults, 718 for violation of the license law, 115 vagrants, 685 violation of city ordinances, 311 common drunkards, 1565 intoxicated persons, insanity 54, murders 3, arson 1, vending lottery tickets 11. Of the whole number of persons arrested, 1110 were minors.

The whole number of places where intoxicating liquors are sold is 1500, viz:—

By Americans,	-	-	-	-	490
“ Germans, English and Swedes,	-	-	-	-	110
“ Irish,	-	-	-	-	900—1500

In Cellars, - - - - -	310
Above ground, - - - - -	1190—1500
Males, - - - - -	1375
Females, - - - - -	125—1500

Oyster and Ice Cream Saloons that furnish strong drink 65 ;  
Bowling Alleys 90 ; building for the same 14.

Open on the Sabbath, 979.

All except four of our "first class hotels" have open bars for the sale of intoxicating drinks.

Add to this, Houses of Ill Fame 227, Gambling Houses 26, and you have 1,753 places where intoxicating drinks are sold.

According to the best information which we can obtain, we have not less than an average of *one thousand thieves* at large all the time, not less than *one hundred* receivers and purchasers of stolen goods, and not less than *thirty-five* persons who deal in lottery tickets. *In all of these classes of crime I am satisfied that there is an increase*, and it seems but reasonable to me that you should ask, "WHY IS THIS?"

*Juvenile begging.*—I know of no one thing that is so much needed, as a proper home for vagrant female children. Many of them have been so long neglected that they are familiar with crime in its worst forms ; but it is difficult to procure evidence, and when procured, the only place they can be sent to is the House of Correction, or House of Industry, for short terms, and then they are suffered to go at large, without a proper home, or friends to care for them.

Some persons think that increasing the Police would remedy this end ; a whole army of Police could not ; and to me this appears like beginning at the wrong end. They can do nothing more than arrest and carry them before the courts.

A child commits a crime, is arrested, committed to jail with other and older criminals, tried, convicted, disgraced, and sentenced to some prison for a short term, at the expiration of which he is again let loose upon the community, without proper friends to care for him, and he commits the same or a worse offence. *Does not this make them worse?*

In my opinion, what is needed is, a law by which the Police may, when they find a child who, for any cause, is about the streets spending his time in idleness, or whose parents do not or can not provide for it, take him or her before the Mayor, or some other suitable person, who should immediately provide for its welfare for the time being,—giving notice to its parents, guardians, or friends, to appear and show cause ; and if, upon a hearing of the

case, he shall be satisfied that the child has not been properly provided for, he shall have power to sentence the child to some institution where it shall be kept until fitted, by age and education, to be bound out to some mechanic, tradesman, or family.

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### EDUCATION IN ENGLAND.

The following extract from a speech of Mr. Cobden, at the Annual Soirée of a Mechanics' Institute, shows that the great reformer has some right ideas upon the subject.

Mr. Cobden said, "They had every body speaking in favor of education, and of the difficulties in the way of extending it. They found some were in favor of voluntary education exclusively, and others in favor of a combination of voluntary effort and of a compulsory rating. They must go on, however, either by means of voluntary or of some other effort; they must go on improving, and much faster, too, than they had done, or they would be left behind by one great nation, at all events. As far as practical education was concerned, England was in the rear of America, and both the American ambassador and Mr. Walker had counselled them to see better to the general education of the people. This ought to make them in England look about them, and urge on what was yet to be done in education.

It is, therefore, to be hoped, that a national system of education will soon be adopted. It is a sign that the subject is one not overlooked, but taken into consideration by the Ministry, when the Chancellor speaks so openly regarding it. Many are the prejudices, religious and otherwise, to be overcome; but for the advancement of the nation we trust these difficulties will not be insurmountable. There are three distinct principles propounded by different parties, to the public, at present,—First, to establish merely secular schools at the public cost. *Second*, to have religion in general taught by Bible extracts. *Third*, that the government should, in every district, keep up separate schools for separate denominations, not interfering with either the method or manner of education, and only helping where help is needed.

The last would undoubtedly be best if it could meet every case. But it does not provide for the youthful poor and vagrant; it does not render education open to all, nor so compulsory, *as we should wish to see it*, and it does not deal with places where there is no

school or apparent wish for one. If the government take up the question of education, it must be to bring it within the reach of the lowest classes of the people, for the others can pay, and, of course, choose the system of education which is most in accordance with their own views. Now, to meet the wants of the whole population, and give satisfaction to all parties, we consider the first method better than the second, since society is divided into numerous sects, and social equity demands that the members of all churches be eligible as teachers. If a system of schools were established for all, in which should be taught those branches of education on which there is no diversity of opinion, such as letters, numbers, measures, grammar, languages, natural science, the nature of the human frame, so far as to show the beautiful harmony in which the external world stands to the internal faculties of man, and that physiological knowledge which would lessen the bills of mortality by elevating the general habits of the people, why should this secular education be denounced as godless? True, there is nothing directly religious in it, neither is there any thing directly or indirectly irreligious. It is but the division of labor. Let certain hours be devoted to this process, by teachers competent to the task, of unexceptionable moral character, and who shall be adequately remunerated for their laborious and important work. Let other hours be devoted to the inculcation of religion by the order of men set apart for that purpose. Men are not agreed on the facts and truths of religion, though they are with regard to those of natural science; hence the propriety and necessity of separating the secular and the religious in primary schools, if such schools are intended for the whole people. But it is not fair to argue that secular education is godless and irreligious, and that it will bring up a race of skeptics and infidels. Secular educators do not say, and never have said, that secular education was complete education; nor do they wish that secular and religious education should necessarily be dissociated, but they say that, both in the nature of the case and the circumstances of the country, the government cannot do more than provide good schools for the inculcation of secular knowledge, leaving the religious education to the parents and to the different bodies of the clergy. And we imagine that this scheme, instead of being opposed by the latter, should rather be favorably received by them. If they feel each of them persuaded, as no doubt they do, of the correctness of their own views on religious matters, they will be convinced that a well informed understanding will more readily receive and more carefully retain their doctrinal teaching. The ignorant are open to seduction; will the clergy prefer that the people should continue in ignorance rather than admit of secular education? Are they



so far behind the age as to wish all or none? Do they forget the adage, that half a loaf is better than no bread? It is indeed a wonderful and anomalous spectacle to behold men urging zeal for religion as a plea for resisting the only feasible method of advancing the knowledge of the people, and preparing their minds for the worthy reception of the truths of religion."

The great defect of the speech is, that Mr. Cobden seems to allow that a secular education can not furnish all the religious instruction that is necessary to the young, without interfering with the doctrinal tenets of the several sects. Something like this feeling prevails in this country, and the committees have been so fearful of invading the domain of Sectarianism, that no instruction in christian morals and good manners has been given in one of a hundred schools. This is no doubt one reason for the increase of vice and crime alluded to in another article of this number. We have had too much of this *secular* instruction, and have overlooked the fact that there is little or no disagreement about the morals of christianity. Not a commandment of the decalogue, or a precept of Jesus, has any thing to do with sectarianism. We hope that in the examination of teachers, the ensuing winter, the Committees will see to it, that the teachers are not negative nothingarians, without any fixed principles of action, and indifferent to the moral condition of their pupils. The character of a pupil is infinitely more important than all the secular and scientific knowledge he can acquire in the schools, and to character the chief attention of the teacher should be turned. Let the Committees see that the teachers they employ have some character of their own, for, if they have not, it will be difficult for them to mould the character of others.

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### SPELLING.

We hope when the Winter schools commence, the Committees will see that this important branch is properly attended to. The fact cannot be concealed, that not one teacher in fifty is a good speller, and, of course, much can not be expected from the teachings of one so deficient. As far as our observation goes, the deficiency has arisen from the unfitness of Spelling Books,— the omission to connect Writing with the regular lessons of the Spelling Book, and the neglecting to give regular lessons to the highest as well as the lowest classes. Most Committee men think one Spelling Book as good as another; most Teachers do not like the

trouble of inspecting the writing, and most children dislike the spelling lesson as it is usually taught.

Now that book is the best, no matter what is the subject or the science, which has the most order, the best classification, the greatest simplicity. In all these points the Common School Speller, that we once prepared, is certainly preëminent. We have no interest in the book, in any way, and, therefore, we may speak freely of it. Perhaps the best proof of its superiority, is the fact that intelligent foreigners find it the best book for learning the structure and pronunciation of our language. No other book shows at a glance all the rules of orthography, and all the rules of pronunciation. So perfect is the book in this respect, that some of the best teachers have made a reading book of it, requiring the children to pronounce all such tables as contain words that are not well pronounced in the community.

In other Spelling Books, words are very promiscuously thrown. It is true that the sounds of the vowels are sometimes marked with letters, figures, or other marks, but children seldom, perhaps never, use or understand such figure marks, and if they do, it is ten times as hard to learn ten similar words scattered in ten tables, as to learn them side by side in one and the same table.

Every word of every spelling lesson should be written on a slate before it is spelled orally, and if written a dozen times, so much the better. Various lessons adapted to the words of the lesson may be written also, when the children would otherwise be idle. Our "Companion to Spelling Books" contains about five hundred such lessons, and is the only thing of the kind that we know of. If this little work is not used, the teacher should dictate sentences containing the words, or, at least the difficult words of every lesson. The older scholars will do this for the youngest, and a valuable exercise it is to them.\*

We particularly caution Committees not to let the children spell from Dictionaries and Definition Spelling Books; for the attention is then directed from the Orthography to the Definition. The proper place and time to learn definitions is in the reading lessons, where the words to be defined are correctly used, and the best Dictionary, on the whole, is the Comprehensive Dictionary of Worcester. There is no question about the superiority of this Dictionary in Orthography and Pronunciation, and we venture the opinion that its definitions are better expressed and more compact than those even of Webster, which is no authority in Orthography and Pronunciation. We have made these things a study, and have no pecuniary interest in — we had almost said — any thing.

\* We will send a copy, free of expense, to any person who sends us six three cent franks.

MY LAST CIGAR. HEARTS *vs.* HABITS.

[Written for this Journal.]

How strong is prejudice! and how hard it is for us to think kindly of one whose looks are unfavorable. As we pass through the streets of the crowded city, we often see young females evidently going to their daily tasks; but, as they are often ill dressed, and seem to have a no-how look about them, we pass them as we do the posts, and never allow our thoughts to become interested in them. Of course we should not think of inquiring into the circumstances of strangers, but if we should do so, what a variety of interesting circumstances would be revealed. Every one is connected with some other, probably with some needy or suffering family. Every one is, probably, wearing away life in a painful round of labor, without much hope of improvement, and with a resolution that affection alone prevents from yielding to despair. We have been led to these reflections by an incident which happened the other day, and which will, we trust, make us more thoughtful and tender towards those in whom we have hitherto thought that we had no concern.

It was a cold wintry morning, and the rain of the previous night mixing with the snow, had almost made the roads impassable for men, who were provided with thick boots, and quite too bad for any woman. One solitary female, however, was abroad, and evidently unprepared for such travelling. As she passed along, one young man remarked to another, "See that fool of a girl with cloth shoes on." "A cloak over that thin shawl would not hurt her," said the other. "She has no business in the street such a day as this," said another. "There, she got it then," exclaimed a fourth, as she missed her footing and went in ankle deep. "She will want wringing out," said a burly old fellow, who saw how wet her garments were. She no doubt heard some of the remarks, for she blushed and hurried on, till, at last, she came to a dead stand, for the slosh was so deep there was no place to cross without too much exposure. The poor girl looked up street and down, and around her, for assistance, but none seemed to come. I was not well prepared for wading, but this seemed to be a case requiring some sacrifice, and I approached with the remark, "Do you wish to cross?" "I do," she said in a tone that indicated distress. There was but one way for me to assist her, and, knowing that, if I offered to carry her across, she would decline, I took her up as decently and respectfully as possible, and soon set her down on the opposite sidewalk. "You must excuse my rudeness," said



I. "I am greatly obliged to you, sir," said she, "it is very important that I should be at my work." "In what work are you engaged?" "In setting types, and, if I should fail to appear, my place would be given to one of the many who are waiting for a vacancy, and then I know not what would become of my poor mother." "You have a mother, then, dependant upon your labor?" "Yes, sir, and she is sick. My sister Mary, also, is sick, and our only reliance now is upon my work." "What ails your sister," said I, as we walked on, "I hope she is not seriously sick." "We fear the worst," said she. "She has been coloring maps for two or three years, and the stooping and confinement, for the pay was so small that she could not afford to take any recreation, have broken her down, and symptoms of consumption are but too apparent. Mother's illness arises more from her anxiety for Mary and myself than from any disease, but she can not last much longer." I began to be curious if not interested, and I ventured to inquire where she lived. "We hardly live," said she, "for we can not afford to hire a comfortable room, and that we occupy is very unsuitable for sickness." "You are suffering from cold," said I, seeing a shudder pass over her frame. "I am cold, but I am growing used to it. I had warm clothes till Mary was taken sick, but I had to part with them. She parted with hers first, because she never expected to want them again, and mother gave all she could spare of hers to a poor woman in the next room to ours, who was sick and sold her clothes, and came near losing her place for the want of something to wear."

"How much do you earn by setting types in this way?" "I average about seventy-five cents a day," said she, "and we could live on that very comfortably, if the rent did not swallow up so much of it." I thought of the cigars, of which I had smoked three that morning at an expense of six cents each, and I almost resolved never to smoke again. There was a frankness but not boldness in her manner, a soberness which can not be assumed, and which sealed the truth of all she uttered. "Do you go home to dinner?" said I. "I generally run home to see that the sick ones do not suffer; but sister and mother need no dinner, and so we do not prepare any." We now reached the door of a printing office, and she bade me good morning and went up stairs.

Determined not to leave the matter thus, I entered a few minutes after she did, and inquiring for the foreman, asked if he could tell me the name of the girl who last entered. He supposed he could, if I had any right to know. I told him I had no right but sympathy and a desire to give her some assistance, if she deserved it. "She deserves all that can be done for her, I have no doubt," said he, "but she is no beggar. She never complains, and I fear

that such exposure as she undergoes will very soon break her down." "Can you not find some excuse to raise her wages," said I, "so that I can pay the difference." "I should be glad to do that," said he, "and should have done it long ago, had I been able, but competition has reduced my profits so that, if I have to pay higher wages, I shall stop work altogether. I have stated the facts to my girls, and they are satisfied, I believe, that I am doing the best I can for them." It was soon arranged that her wages should be doubled, and an advance made sufficient to give her a suitable outfit for the season. The whole sum that I was accustomed to spend annually for cigars was appropriated to meet this engagement, and every week the stipend was to be regularly paid. When I reached home, being rather wet and cold, I broached a bottle of champagne. It was a glorious bottle, the cork struck the wall like a bullet, but, I don't know how it was, the charm had departed, there was no pleasure in the pop, no temptation in the sparkle. The thought that hundreds of human beings, as destitute and deserving as she whom I had helped, were at that moment suffering, and perhaps dying for the want of the money I was wasting on my appetite, gave a bitterness to the wine, that I never perceived before, and that cork was the last I drew. God forgive me that I did not sooner learn the difference between selfish gratification and the pleasures that arise from benevolent actions. I should like to know the name of the girl and her place of residence, but the secrets of poverty and misfortune are sacred, and such knowledge is not necessary to true charity.

A. P. H.

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#### EXCERPTA CORRIGENDA.

"At all events, Robert could not go yet, and *it was no use writing.*"—*Douglas Jerrold's Rev.* [Writing was useless.]

"Then he saw it smelling to every one of those things that were set in the room."—*British Quarterly.* [Either omit *to* or substitute *at* or *of*.]

"The Association of Beavers is of a more equable and milder cast."—*Idem.* [*Milder and more equable*, or else *a more equable and mild cast*.]

"Among flocks of herbivorous animals, a sentinel is always placed on *either* flank to give notice of danger."—*Idem.* [On *each* flank.]

"It might seem not improbable *but* that the choice devolved on some leader of superior merit."—*Idem*. [Omit *but*.]

"All that we can pretend to discriminate is its mode of action, and wherein it agrees or differs *with* the rational arts of man."—*Idem*. [Agrees *with* or differs *from*.] This making two words bear upon a particle that only fits one of them, is a clumsy fault, but very common.

"The young must commence to suck at some definite period."—*Idem*. [It is an established rule in our language that *begin* may take the infinitive after it, but *commence* never does. The young *begin to suck* or *commence sucking*. The use of the infinitive after *commence* is a modern innovation offensive to an English ear.]

"When shut *into* a room, he soon opened the door."—*Idem*. [He may be put *into* a room or shut *in* it. It should be observed that where there is motion towards an object, we use *into*, but otherwise *in* is sufficient.]

"And, therefore, *shalt* thine be an honored name."—*Idem*, quoting Wordsworth. [*Shall* thine.]

"Such diseases *may* and often *are* introduced by single individuals."—*Idem*. [*May* be introduced and often *are*.] It may be a question, also, whether *single* is needed before individuals.

"Mr. Thurston is to make his second *ærial* voyage on the fourth of July."—*Willis's Home Journal*. [Aërial from the Latin aër, the air; *ærial*, if there is such a word, must come from *æris*, brazen.]

Speaking of one of *five* things, the Home Journal says, "That wont do *either*."

"The beautiful planet *to* the south of Mars will attract attention."—*Home Journal*. [*At* the south. *To* implies motion towards, *at* is used before an object at rest.]

"Though his overthrow seems certain, he exhibits no discouragement or fear."—*Headley's Cromwell*. [It is a good rule to use *or* when the sentence is not negative, or the words connected may be used indifferently, but not otherwise, as, "I wish for one *or* two," but, in negative expressions after *neither* or *nor*, *no* or *not*, *nor* is generally the proper word. We are not prepared to give a rule, but we think one may be drawn from the usage of the great masters of English.]

"They did it at my instigation and not at *yours*." A correspondent asks, whether *yours* is an objective case governed by *at*. We answer, *no*. *Yours* is an adjective as much as *my*, but, following the noun it qualifies or having it understood, it has been supposed to differ from other adjectives. We cannot say "that is *yours* book," but we can say "that book is *yours*," where *yours*

is as much an adjective as *new* would be in the sentence "that book is *new*." The early grammarians, following Dr. Wallis, called all possessive cases adjectives.

"*There are strong efforts being made* by the citizens of Indiana to establish a free school system."—*West. School Journal*. [Strong efforts *are making* by the *inhabitants* of Indiana.] It may admit of question whether it is correct to say the *citizens* of Indiana, but the word has so long had this extensive application that it cannot be restrained.

"There is *no* great mind on the other side *either*." This use of *no* — *either* for *neither* seems very awkward to us, and particularly so in this sentence where it so closely follows *other*. We should say, "No great mind is on the other side," and so avoid not only the objectionable *either*, but the useless *there*. Hogg says, "The noise was a thousand times louder than a Cameronian psalm singing, and this was no joke *either*." We should omit the word *either*, or say "*neither* is a joke."

"*There are few things have ever amused me more*."—*Hogg*. [Few things have ever amused me more.] We do not allow our pupils to begin a sentence with *there is*, *there was*, not because it is never correct to use it, but because it is generally unnecessary, and often absurd to do so. What expression is more common than "*There is nobody here*."

"We were shown specimens of cloth and wood."—*Nat. Intel*. [Many men are specimens of cloth and wood, but it is safer to say, "Specimens of cloth and wood were shown to us."]

"I bespeak the good sense of community." [The awkward omission of *the* before *community* is gaining ground. We have done our duty in the premises.]

"The tutor had been given a doctor of Divinity's degree."—*Mrs. Strickland*. [A degree had been given to the tutor.]

"Her virtues appeared *directly* she emerged from restraint." "She had her son removed *directly* she ascertained his danger."—*Idem*. This use of *directly* has no authority in usage, and should be avoided. Dickens uses *immediately* in the same awkward manner.

"*I will go*, and, if *I will it*, who can hinder me." Why is one *will* more a sign of the future than the other is? Dr. Wallis says *will* is the present time in both cases, and *go* and *it* are the objects of *will*, *go* being the name of an action, and *it* a pronoun, standing instead of the verbal noun *go*. Murray and his followers have no names of action.

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All evil courses tend downward ; the virtuous must be aye climbing.



## EDUCATION IN CHILI.

An article in the North American Review gives due prominence to the system of education which prevails in Chili, in many respects the most interesting of the South American Republics. Its superficial area is computed at 190,000 square miles. The population, — or that consisting of the descendants of Europeans, — is, in every point of view, the most advanced of the South American States. The educational system is pronounced fully equal to the celebrated Prussian plan, or the yet more thorough scheme pursued in some of the New England States. Inducements of every sort are held out by the government to promote a spirit of emulation among the people. Even the right of suffrage can be exercised only after the acquisition of the rudiments. The poorer classes are gratuitously educated by government. Nearly one-eighth of the State's annual revenue is appropriated to education. In addition, the provincial treasuries contribute large sums yearly. The National Institute, which corresponds to our higher universities, has twenty-seven professors, and from eight hundred to one thousand students; and this stands at the head of a system which, with its six large lyceums, nautical school, military academy, normal agricultural school, and one hundred and thirty primary schools, pervades every part of the republic. In some of the latter schools the higher elementary branches are taught. All are under the special supervision of the University of Chili, which is a metropolitan institution, having no students, but consisting of the five faculties of Philosophy and the humanities, Physical and Exact Science, Medicine, Theology, and Law and Politics, each faculty having its appropriate officers. Then a large number of schools are maintained in the municipalities. There are, besides, numerous private seminaries and colleges endowed by religious and other societies. No country in the world, says the reviewer, possesses a more complete and extensive system of general education than Chili. And yet, in this very article, we find disclosed a state of things in Chili, that detracts immensely from the otherwise high opinion we might have of the apparently liberal system of education. An account is given of the ecclesiastical institutions, which are numerous. The republic is divided into four dioceses, consisting of the archbishopric of Santiago and three suffragan bishoprics, and embraces about one hundred and fifty-three parishes, with about fifty convents and monasteries, besides a college of the propaganda with fourteen missionaries. The State religion is Roman Catholic, and the constitution *prohibits the public exercise of any other*. This intolerance in matters of religion contrasts strangely

with the degree of apparent liberality in education. It is one of those problems that it is impossible to solve, and compels us to doubt very much whether the best system of education, under the controlling influence of so intolerant a hierarchy, can be any thing more than a huge mass of machinery for the manufacture of slavish minds. The system may be, as the reviewer says, fully equal to the Prussian plan; for that plan, all who have studied the subject know, is designed to make subjects for a despotism. But how it can be likened to our own New England system, and this by an American, is something we should like to understand. In another place the reviewer speaks of Chili as "the New England of the South." We protest against such language. It is not true. New England, the freest country on the globe, where all religions and no religions are tolerated to the farthest extreme, identified with a State that prohibits all religions but that of Rome! No, no! That, if a mere figure of rhetoric, is in the worst possible taste; if meant as a comparison, it is mischievous, because it is grossly false. We shall have no faith in the educational system of Chili, until the young men growing up under it, shall be permitted to think for themselves.—*Watchman and Reflector*.

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MR. LAYARD.—NINEVEH.

At a meeting of the Northampton Mechanics' Institute, in England, Mr. Layard, who has gained so much fame by his explorations of the ruins of Ancient Nineveh, was present, and made the following remarks, which we publish that they may induce our young readers to peruse the printed account of his discoveries.

Mr. Layard said he was about going to regions where there were no Mechanics' Institutes, but where men, still wild, wandered over the face of the earth. Those men, however, wandered among the remains of great cities, the existence of which indicated a state of civilization which equalled if it did not excel our own. That was a solemn reflection. In speaking of the ruins of Babylon and Assyria, they must not picture to themselves temples and monuments such as were to be seen in Italy. Those ruins, on the contrary, consisted of vast mounds of earth, something like the ancient barrows to be found in this country, and some of them were as much

as three thousand yards in length, and occupied many square acres of ground. Those vast mounds were literally the heaps to which the prophet Isaiah referred when speaking of the ultimate fate of those cities which were, in his days, as flourishing, as great, and as populous as our own London was at present. The words which the prophet used in speaking of Nineveh, in particular, had literally been fulfilled; so much so, that if he wished to convey to them a correct idea of the present state of the ruins of Babylon and Assyria, he could not do so to greater advantage than by quoting the words prophetically employed in the sacred Scriptures. They must remember that the mounds to which he had referred, consisted of vast platforms of earth, beneath which the remains of palaces lay entombed. The mode of construction employed in those edifices, accounted for the present state of their ruins. They were chiefly erected in the midst of great plains, where the want of stone rendered solid masonry exceedingly difficult and expensive. The consequence was, that the builders were driven to the use of mere mud in the erection of those palaces, mixing it up with chopped straw, and making it into bricks, which they dried in the sun. These temples were used as great national records. Upon these walls the people of those days engraved the history of their national exploits. The art of printing being unknown, they were compelled to record their history on the walls of their public edifices. With that view, the lower stories of those edifices were built of alabaster, a substance exceedingly well calculated to perpetuate the pictorial representations of their great national events, and the explanatory descriptions with which they are accompanied. The upper parts of the building were constructed of the sun-dried bricks which he had described, and the consequence was, that in the lapse of time, they eventually fell in, and buried in their *debris* the imperishable memorials beneath. So soon as the sun-dried bricks, which had once formed part of the masonry, were exposed to the atmosphere, they returned to their original state, which was nothing but earth, and thus those heaps of ruins became covered with a kind of soil susceptible of various kinds of cultivation adapted to the wants of the population. That would explain to them the state of those ruins, also account for the excellent preservation of the monuments which were found beneath them. The result of those discoveries had been completely to silence the common remark, that there was no human confirmation of many of the historic facts related in the Bible. They possessed now a valuable collection of contemporary records executed at the time when many of the most important events mentioned in the Scriptures were performed, inscribed by those who were actors in those events, and completely tallying with the facts described by the sacred historians.

## NOTICE.

The Bills for the Journal, up to the close of the present Volume, in the *New England States* and *New York*, have been sold to A. Pease, of this City, who will present them for payment. All who may owe, in the States above named, are *requested not to make any remittances to us*, on those bills. It is hoped that the bills due in the other States will be cancelled without delay.

## SCHOOL MELODIES.

We presume it is too late in the day for an argument on the utility of introducing Music into our common and private schools, but, at any rate, it is our duty to say, that our Publisher has just printed a new little book for schools, entitled "SCHOOL MELODIES; containing a Choice Collection of Popular Airs, with Original and Appropriate Words, composed expressly for the use of Schools, by J. W. GREENE." As the Committees may not know the author, we are happy to say that he is a practical teacher, and a very successful one, in other branches as well as in Music.

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